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ABSTRACT

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph provides information to CETA personnel responsible for job development and placement to help them perform their jobs effectively. Section 1, job development, discusses job requirements, job restructuring, and entrepreneurship. Section 2, job placement, examines planning for placement, implementing the placement plan, and evaluating the placement function. Concluding the document are a list of recommendations and a summary. (CT)

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JOB DEVELOPMENT AND PLACEMENT

by
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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While at the Ohio State University, he coordinated the planning and implementation of the Performance-Based Teacher Education system developed at the National Center for Research in Vocational Education across the faculties of Agricultural, Home Economics, Trades and Industrial, Industrial Technology, Distributive, and Business Education.

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FOREWORD

Since the enactment of the Comprehensive Employment and Training Act (CETA), 1973, there has been a continued need to develop cooperative relationships between (1) local prime sponsors, (2) public and private educational institutions, and (3) community based organizations. While this concern seems to exist for a variety of reasons, it is commonly recognized that poor communication is a major barrier to effective cooperative relationships in Employment and Training (CETA). This problem continues as little information has been disseminated providing ideas or models for the collaboration of efforts in the employment and training field. The provisions of both CETA and the Vocational Education Act of 1976 have noted this problem.

Recently, the Virginia Governor's Employment and Training Council funded a three phase project titled: "Inservice, Technical Assistance, and Information Dissemination Service for CETA/Education Linkages." One phase of this project provided for the development and dissemination of twelve monographs. The monograph series addresses various topics in the area of CETA/Education Linkages. The purpose of the monographs is to provide those individuals interested in the development and implementation of CETA/Education Linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs.

JOB DEVELOPMENT AND PLACEMENT

INTRODUCTION

Job development and placement are critical functions which are performed in pursuit of the major goal of CETA, the placement of disadvantaged individuals in unsubsidized employment and the subsequent elevation of clients up the career ladder toward greater job satisfaction and stability. The purpose of this monograph is to provide information to CETA personnel responsible for job development and placement which will be useful in performing their roles as effectively as possible. Hopefully, the reader will acquire concrete ideas which can be used to improve the job development and placement activities of the CETA agency so that CETA clients will be more successfully placed in appropriate jobs with pathways available for career mobility in such a manner that both the clients and employers are satisfied.

CETA agencies vary in relation to the titles given to personnel involved in securing employment for clients. Job developers, placement coordinators, counselors, on-the-job training coordinators, and other titles are used. Furthermore, training instructors and administrators are involved, directly or indirectly, in the placement process. Since different settings are organized in different ways, no attempt will be made in this monograph to discuss specifically which individual should perform which tasks. Instead, a functional approach will be employed whereby the tasks

will be presented without regard to which individuals within the agency actually perform them. The two titles, job developer and placement coordinator, will be used throughout this monograph for consistency with the understanding that these terms are not universal.

The information contained within this work will be presented in the following order: job development, job placement, recommendations, and the summary. However, the reader should be cognizant of the fact that many of the concepts discussed under job development or placement are applicable to both functions. Also, the activities within each function are interrelated. Furthermore, these functions interact with other functions within CETA, including intake and assessment, training, etc. These interactions call for careful planning and systematic procedures so that the clients will be better served.

Job Development

According to CETA terminology, job developement is an activity that involves working with public or private organizations and businesses to develop job opportunities for CETA clients. It may also be considered as the process of soliciting a public or private employer's job opening for a specific individual for whom an employment and training administration program sponsor has no suitable opening currently on file. It consists of the activities associated with developing access to jobs for disadvantaged individuals.

In a broader sense, job development activities are aimed at the redistribution of existing job opportunities and at redefining their specificiations and entry requirements to permit access to the disadvantaged. These activities are designed for finding jobs for the economically disadvantaged and for creating a climate in the company, union, or the public bureaucracy which is hospitable to the employment and job mobility of the hard-to-place (Ferman, 1968, p. 3). Although job development can be a time-consuming process which may result in few placements initially, it often results in opening doors to future CETA clients in a manner that is often not readily apparent. Records should always be kept of job placements and, periodically, these placements should be analyzed specifically in relation to individual companies in order to assess the true success of the job development effort.

Opening up job opportunities for the disadvantaged will be further explored in relation to specific job requirements of a company, restructuring existing jobs in a company, and developing entrepreneurial enterprises.

1.2 JOB REQUIREMENTS

Employers usually hire individuals based upon a set of standards or criteria which have been established either formally or informally by the company. Educational experi-

do not always perceive the jobs of their employees in realistic terms. Instead, they may think of the jobs as they were performed in the past, before the acquisition of new tools, equipment and technology, and adoption of new practices. Furthermore, they may believe that certain jobs require certain competencies when, in fact, these competencies are not required or are of a lower level than they perceive. In order to determine the relevance of the requirements of a job, the CETA job developer should discuss the requirements with the employer. He/She should raise questions such as, "What do you look for in potential employees? Are these requirements realistic? Is there a positive relationship between educational level required and job success? Have job requirements been modified based on new techniques and practices being used by the company? Are opportunities provided for both females and males? Is race or ethnic background excluded from consideration?" The answers to these questions will provide information for evaluating the requirements of the employer.

ence, work experience, performance on mathematics or English tests, and verbal competence are examples of areas which are often used as a means for choosing applicants to hire. However, at times the job requirements used by employers are not valid in that they are not indicators of successful job performance. Furthermore, they may actually work in reverse.

Job developers should realize that employers are often not aware of this problem in their hiring practices. They

tions may be told that CETA clients are often more productive, satisfied employees than overly qualified people. Problems often arise from hiring over-qualified individuals, including increased boredom, increased turnover, and higher absenteeism. Individuals lacking motivation do not perform as well as persons challenged and excited with their work. Reduction in absenteeism and turnover results in savings to the employer, since less training is necessary and a shorter list of workers per shift is necessary.

Developers should be cautious, however, whenever discussing job requirements with employers. This is a sensitive issue and some employers will get a bad impression of the developer and CETA when such a discussion is handled in a tactless manner. The developer should not raise the question of job requirements until after having developed a good rapport and sense of trust with the employer. When presenting ideas to an employer, the developer should use a manner which is constructive, positive, and diplomatic. Benefits derived from improvements to the employer's hiring practices should be clearly explained so that apprehension by the employer will be reduced. Employers should understand that those ideas being shared with them are merely suggestions for the improvement of their companies.

According to the Employment and Training Administration Glossary of Program Terms and Definitions (1979), job restructuring is the procedure which includes:

JOB RESTRUCTURING

1. identifying the separate tasks that comprise a job or group of jobs;

2. developing new position descriptions which retain some of the tasks of the original job; and

3 developing a career ladder which builds upward from the new positions containing the lesser skilled tasks to regular jobs.

A restructured job is one which is clearly different from the original one in terms of skills, knowledges, abilities, and experiences needed to perform the work. The goal of restructuring is to create jobs that have mobility potential and are meaningful rather than dead-end jobs for the disadvantaged.

This process of redesigning job descriptions and responsibilities serves to increase job opportunities for CETA clients. Of course, the amount of restructuring necessary depends upon the qualifications of the CETA clients being placed. If clients from a skills center are competent to perform the tasks required in a job, restructuring may not

be necessary. However, if the CETA client has not received training, is competent in a minimum number of skills, and is not able or willing to secure training, job restructuring may be in order.

When discussing the possibility of restructuring with employers, the job developer should be prepared to assist or even guide the employers through the process. Often, employers are not aware of the exact duties performed by certain employees or are not able to articulate those tasks. Since employers rarely find the need to analyze the jobs performed by workers, they do not have the expertise to think of jobs in terms of small units of work. Therefore, it is up to the job developer who possesses such expertise to help the employer do this.

In addition to employers, workers and their immediate supervisors must often be approached and asked to participate in this process since they are the closest to the actual performance of the tasks and, therefore, may know better the actual activities being performed by workers. Often they can better determine how restructuring should occur which would add jobs in the company. If unions are involved, their support and cooperation should be sought since contracts between unions and management often establish job classifications which would be affected by job development.

Furthermore, the job developer should seek to reach those

individuals responsible for management decisions. It is important to "sell" the top management on the concept since they are ultimately responsible for the policies and practices of the company. They should support the idea and give time to the employees of the company to participate in the job development process.

The restructuring process will be far more effective if accomplished during personal contact between the job developer and company representatives. Although, at times, telephone calls and letters may be adequate for certain placement activities, the job developer attempting to work with company representatives to restructure jobs must meet in person. A positive rapport should be sought between the job developer and company representatives. This personal contact is essential for success with job restructuring.

After restructuring is successful with one company, the job developer can go to other companies and suggest similar restructuring. Sometimes, multiple employers in an industry will work together in job restructuring. These companies may either be in direct competition with each other or may compliment or support each other. However, when the job developer can demonstrate how other companies have been successful with restructuring, the employer may be more prone to at least make the intitial effort toward restructuring.

ENTREPRENEURSHIP

Another means by which jobs can be created is by the formation of new businesses by CETA clients. Sometimes, funds can be secured from organizations such as the Small Business Administration (SBA) for the initial establishment of a business. The job developer, skills center instructor, counselor and other CETA personnel should refer the new entrepreneurs to courses, seminars, and workshops concerning the organization and operation of a business which are offered to small business owners by adult marketing and distributive education, community college continuing education programs, and other agencies. The SBA produces and distributes a wide assortment of literature regarding marketing for the new business owner. Additional literature may be secured from libraries and other resource centers.

Job Placement

Job placement is the act of securing unsubsidized employment for or by a CETA client. There are two types of placement performed. The first is "direct placement," which involves a client being hired and having entered unsubsidized employment after receiving from the CETA program one or more of the following manpower services only: outreach, intake and assessment, job development and/or job referral/placement. The other type of placement is "indirect placement" which finds a client being hired and entering

unsubsidized employment after participating in CETA funded training, employment, supportive services, or manpower services other than outreach, intake and assessment, job development and/or job referral/placement. This seciton will refer to job placement as the composite of activities, direct and indirect, conducted by CETA personnel and clients in pursuit of unsubsidized employment.

PLANNING FOR PLACEMENT

Certain activities which are conducted before the actual placement of individuals should occur in a systematic manner by those CETA personnel responsible for the placement of CETA clients. These activities and concepts will be presented in the following order: the placement plan, securing data concerning employment opportunities, client files, involvement of CETA personnel and business and industry representatives, and the state of the economy.

The Placement Plan. A plan which includes the objectives, activities, and evaluative measures of the placement function should be developed periodically (perhaps yearly). Objectives should include such quantified targets as the percentage of CETA clients to be placed. The involvement of instructors, job developers, counselors, business and industry personnel, and others in placement should be described and the ways in which their efforts are coordinated should be clearly identified. Also, the plan should include datelines for the activities. Furthermore, it should be developed jointly by all CETA individuals involved in the process

and should be presented and subsequently approved by the administration of the CETA agency. Finally, it should be realistic, based on local needs, and should be able to be carried out within the given budget.

Securing Data Concerning Employment Opportunities. Information concerning placement possibilities in the community must be gathered. These data may be collected by securing employment statistics from various sources and by conducting local surveys.

Employment information may be obtained from a number of sources including the state employment service, chamber of commerce, labor organizations, business and industry associations such as the Retail Merchants Association, banks, large private employers, colleges and universities, private institutions and foundations, civic organizations such as the Kiwanis Club, yellow pages of the telephone directory, newspaper want ads, and the Department of Labor's Occupational Outlook Handbook and Dictionary of Occupational Titles (published by the U.S. Government Printing Office). Other sources may be sought in libraries and from employment services. Of course, statistics related directly to the locality should be specifically pursued. This information will serve as a guide for contacting employers.

More up-to-date and specific information may be obtained directly from community surveys conducted by CETA personnel. These surveys should be planned in a systematic manner as a part of the normal activities of the CETA agency. All indi-

viduals responsible for placement in the agency should be involved in the process. Instructors, counselors, job developers, placement officers, and others should work together in the development of the survey instrument and in the identification of business and industries to survey. Along with job information, the survey may seek data involving curriculum, attitudes, and other pertinent areas.

Upon completion of a survey, the information should be analyzed, summarized and a written report should be developed, copied, and distributed to all individuals within the agency and advisory committee members. This report may include the information gathered by studying the secondary sources listed above as well as the data collected directly from the employers through the survey.

The results of the survey should also be incorporated into individual employer files. An up-to-the-date filing system should be maintained with a file for each employer in the community. Each time a contact with an employer is made, the information derived should be placed in the appropriate file. These contacts may have been formal or informal, and may have been made in person, by telephone, or through the mail. Often a card system works very well. The card should possess the following items: name of the company, address, telephone number, type of business or industry, contact dates, approximate number of employees, existing jobs that may be filled by CETA clients (including brief job descriptions), requirements for these jobs, time of year

the company normally hires, hiring procedures followed, notes on job development possibilities, clients interviewed and the dates and results of the interviews, periodic status reports and miscellaneous notes. These files or cards should be kept within catagories such as skill areas for ready access and viewing.

Client Files. Client files should be maintained which contain the clients' job objectives, results from testing, progress reports, interviewing records, resumes, and miscellaneous notes. If the client has completed skills training, progress checklists should be kept indicating which jobs the client has qualified and which tasks he/she has demonstrated competence to perform. For further information concerning progress checklists, the reader is referred to the monograph, "Open-Entry/Open-Exit, Competency- Based Programs for CETA Clients" in this series.

Involvement of CETA Personnel with Business and Industry Representatives. Job placement will be more successful if the CETA personnel related to placement work harmoniously and consistently together. As noted previously, job developers, placement officers, on-the-job training coordinators, instructors, counselors, administrators, and other CETA personnel should jointly develop a placement plan and identify who will perform the activities in the plan. Information should be constantly exchanged among CETA people including employer and client information, results from job surveys, curriculum ideas received from employers, placement percentages, and other pertinent data. Often, instructors will be

a valuable source of information concerning job opportunities. At a minimum, they should keep counselors and coordinators informed of job opportunities about which they learn through their contact with business and industry. It should be emphasized that CETA training programs may actually hinder the placement of those clients participating in such training if the programs lack flexibility so that trainees may be available upon job openings. The flexibility may occur by structuring the program based upon open-entry/open-exit, competency-based concepts.

A strong, positive rapport should be developed between the CETA placement coordinators and the business and industry community. A close relationship should be sought and maintained between CETA and trade associations, labor unions, civic organizations, and individual employers and employees. Through associations with organizations, contacts may be made which are useful for placement activities. Job developers, placement coordinators, instructors, and counselors should consider joining and actively participating in various organizations which will "pay off" in terms of jobs later.

Also, CETA training programs should use advisory councils with potential or actual employers on them. In this way, not only will placement coordinators have potential employers for job placement readily available, but instructors will be able to gather information to keep their curricula current. Advisory councils and their members may also be

used as endorsers of the CETA program and may be cited during contacts with other employers as "believers" in the program.

Finally, advisory councils can be a valuable source of information for placement coordinators. Their members may refer the coordinator to businesses hiring employees. In adition, they can be used as pilot test participants whereby the CETA coordinator may "try out" approaches on them or may ask them to complete a questionaire before mailing it out in order to identify problems in the questionaire or the procedure which may be corrected before the actual mailing.

In conclusion, placement will be more successful if all parties cooperate and jointly plan, execute the plan, and evaluate the results. A joint effort will result in more and better placements.

The State of the Economy. Placement opportunities often increase with a healthy, growing, prospering economy and decline in periods of recession. However, even when unemployment is higher than usual, entry-level jobs with minimal requirements often remain available because of the relatively high turnover in such jobs. Also, different skill areas are affected by different states of the economy. Seldom are all employment areas affected by a slow economy.

Timing is important in placement. Generally, July and August are slow hiring months, while September is a rela-

tively active month. Of course, again this depends upon the employment area and the state of the economy.

IMPLEMENTING THE PLACEMENT PLAN

The ultimate objective of the placement plan is to secure unsubsidized employment for CETA clients. In so doing, clients must be matched to jobs which means that the aptitudes, interests, and abilities of the clients must be considered in relation to the requirements of the jobs. Furthermore, the personalities of the clients and the employers should be considered and such problems as transportation difficulties must be solved. Jobs should be sought which maximize the strengths of the clients.

It is important that only those clients with the aptitudes, abilities, and interests to do the tasks required in the job are sent for an interview. This information is obtainable from the client's file and from speaking with instructors and counselors. If a client is in a CETA training program, the client should have demonstrated the required skills successfully before applying for a job.

In order to be most effective in matching the client with a job, the coordinator should study and learn to understand and appreciate the company technically and as a social organization. By doing so, the coordinator will better understand the employment standards and expectations of the workers in entry-level jobs, the job mobility paths available in the company, and the availability of training opportunities within the company.

Tips on Job Placement. Although telephone calls and letters may be appropriate and efficient means of communicating with employers, the most effective method is by personal contact. Visits to business and industry employers should be made to initiate and promote job placement. These contacts should be coordinated agency-wide so that employers are not imposed upon too often and each visit accomplishes as much as possible.

Employers should be approached optimistically and in a positive manner. They should be asked for information concerning previous efforts at hiring from special populations and whether these past episodes were positive or negative. From this information, problems of the past may be clarified and may appear less intense after time has passed. Also, it can be pointed out ways to prevent such problems from occuring with new CETA clients who are hired.

It is the responsibility of the placement coordinator to "sell" the employer on hiring CETA clients. Individuals may approach employers in various ways, depending upon the personality of the coordinator, but this approach should be conducted in a tactful way. Coordinators must remember that he/she has the task of convincing the employer that CETA clients can meet their needs and succeed as employees in their company. Therefore, the coordinator must ask questions to determine the employment situation within the company. Then, he/she should advise the employer as to how the

CETA program can assist in this employment situation. Employers may raise objections which the coordinator must overcome in order to be successful in placing clients.

The coordinator should be persuasive, not abrasive. An effective technique should be employed which demonstrates to the employer the benefits the company could derive from hiring CETA clients. Basically, employers are motivated by profit. Therefore, it would be advantageous to explain how hiring CETA clients enhances productivity and profit. If the CETA client has been trained in a CETA program, this skill development should be emphasized to the employer. It should also be pointed out that the disadvantaged worker often tends to stay with a company for a longer period of time, reducing employee turnover and, thus, decreasing orientation and training expenses. Also, the worker may be more motivated to perform effectively than an overqualified individual with higher aspirations.

Another effective technique is to cite testimonials of successful placements in the past. If possible, identify companies which have benefited from hiring CETA clients. Often, advisory council members will give permission for the coordinator to cite them and their companies as examples of successful placements.

Identifying benefits of hiring CETA clients is more effective than just emphasizing the need to put disadvantaged people to work. It also serves to improve the atti-

tudes of employers toward hiring the disadvantaged and since attitude is critical to decision making and action, the end result could be that the employer will hire CETA clients when they formerly employed others.

Another benefit to employers of hiring CETA clients is the tax break entitled, Targeted-Jobs Tax Credit. This work incentive plan allows employers credit for hiring persons who are economically disadvantaged youths, economically disadvantaged Vietman-era veterans, and individuals in other categories. Because such laws change periodically, it is suggested that the coordinator responsible for job placement keep current on existing laws pertaining to tax credits and other incentive plans by reading newspapers and communicating with the Internal Revenue Service of the United States Department of the Treasury.

Preparing Clients for Job Application and Interviewing. Applying for a job and related activities are extremely important elements of the job placement process. Very often, an applicant is hired or rejected based upon such factors as neatness of a completed application form, the ability of the applicant to articulate his/her experiences and skills, and the appropriateness of the applicant's dress at the interview. It is the responsiblity of the placement coordinator to see to it that the client is well-trained in preparing resumes, completing application forms, taking tests, and interviewing. This training may occur in groups of clients or individually and should use methods such as

practicing, role playing, and simulation extensively.

Then, just before clients go to interviews, the coordinator should meet personally with them to review the instruction previously provided. In so doing, clients should be reminded to take a resume with them (ask to see it) and if they have participated in a CETA competency-based training program, they should take their individual progress checklist to the interview. This form indicates the skills in which the client has demonstrated competence. Also, the need for appropriate dress at the interview should be stressed. Furthermore, the client should be informed of specific information about the company and the situation which may be useful during the interview. The client should be told when to go to the interview, exactly where to go, and with whom he/she will be meeting. Finally, the client should be encouraged to arrive at the interview site 10-15 minutes early.

Space does not permit further elaboration on job application but many resources are available which may be used for preparing training units in this area. It is essential that clients demonstrate competence in the tasks involving job applications and interviewing before they actually apply for a job. By adequately preparing a client to effectively complete the job application and interviewing process, this phase of the hiring procedure will be a positive contributing factor to the successful securement of employment and not a deficiency or a cause for a client not getting a job.

Maintaining Good Public Relations. Positive public relations should be maintained throughout all placement activities. In addition, free publicity should be sought and promotional activities should be conducted such as the distribution of pamphlets and fliers, and radio and television spots including public service announcements. It should be emphasized that television and radio stations are often very willing to donate air time to non-profit organizations because of the Federal Communications Commissions' (FCC) interest in this area. Other promotional ideas include using the yellow pages of the telephone book, direct mailings, and asking the mayor to declare a day, week, or month devoted to CETA placement, which may be in conjunction with vocational education and other employment training programs and services in the community.

EVALUATING THE PLACEMENT FUNCTION

The purpose of evaluating the placement function is to provide information on the success of placement activities to administrators, counselors, instructors, advisory council members, and others interested in CETA. The information should be used for modification of existing policies and procedures in order to improve the placement activities within the agency. For accountability's sake, records should be kept accurately and thoroughly.

The factors to evaluate should be based upon the objectives listed on the placement plan. The most important

objectives relate specifically to the outcomes of the process. Such information would include the number of clients seeking placement during the time period of the evaluation, the number of clients placed, the percentage of clients placed, the total salary/wages collected and the average pay, the total number of hours worked and the average number of hours worked, and the number of clients working in an area for which they were trained through CETA programs. This information is best obtainable through a follow-up study using either the telephone or the mail. The clients to be followed up at any given time depend upon such factors as the CETA services the client used, mandated requirements, and local policies. Usually, they are identified by the number of months since the client was placed. For example, clients completing a CETA training program may be required to be followed up after one month of employment, three months and six months.

A follow-up instrument should seek information such as the following: name of the client, address, telephone numbers, job title, tasks performed on the job, salary/wages, number of hours working per week, selective service status, name, address, and phone number of the nearest relative, immediate supervisor's name, whether the work being performed is related to the work for which training was provided, and if not, why the client has not been available for such employment. A wide assortment of personal questions may be asked. However, only relevant data which are collected for specific purposes should be sought.

Recommendations

The following recommendations are offered for CETA job development and placement so that it will remain a viable, effective system of providing unsubsidized employment for disadvantaged individuals.

Local CETA agencies should develop and follow a systematic plan for job development and placement. This plan would include the objectives of the process, activities which should be conducted in pursuit of these objectives, time lines to follow, individuals to be held responsible for specific activities, and procedures for evaluating the results of the job development and placement activities. Furthermore, specific activities should have systematic procedures for their conduct. For example, contacts with employers should occur in an orderly manner. Also, bi-weekly progress reports on each client in a training program should be completed with regular conferences held among appropriate CETA personnel to address any problems which exist.

Another recommendation is that CETA personnel should think and act as a team, working together to develop jobs and place clients. With counselors, job developers, placement coordinators, instructors, advisory council members, and the client working together for the benefit of the client, an "employability team concept" will result in more and improved employment for CETA clients.

Another suggestion is that CETA agencies attempt to cooperate with other organizations which are involved with training and placing individuals in jobs. In large, metropolitan areas, all CETA agencies should work together. Other agencies include vocational education programs offered in public shools at the high school, community college, and adult levels, public employment services including the state employment service, etc. Information may be shared, which will benefit each agency involved and will benefit CETA clients and individuals being placed by other organizations.

In order to improve the effectiveness of job developers and placement coordinators, preservice instruction should be provided to CETA personnel in which they are trained in their respective positions before begining to perform. Also, ongoing inservice instruction should be provided in order to upgrade and update them in their competencies. These individuals need to know and understand business and industry and client needs. They must develop the competencies required to match employers with clients in such a way that each party fulfills the needs of the other. Sometimes, the individual(s) responsible for job development and placement in a CETA agency has deficiencies which, at times, can be relatively easily corrected. For example, job placement coordinators may pick up ideas for improving their job placement activities by reading literature such as this monograph. Of course, attitude, interest, and motivation are critical factors to the success of job placement by CETA

personnel and may be improved through inservice training.

Another suggestion is that job developers think of themselves as performing different tasks than placement coordinators. Unfortunately, at times, developers do not realize that they are capable of developing new jobs using techniques such as those presented in this monograph. Quite often, they are actually succeeding in the development of new jobs but do not realize it and do not report it as such.

And the final recommendation is that CETA agencies fund additional job developers and placement officers. Too often, personnel are responsible for so many objectives and activities that they are not able to devote enough time to job development and placement. This situation should be relieved by the addition of new CETA employees.

Summary

If CETA is to succeed in the placement of clients in unsubsidized employment to the extent and in the manner which the legislation intended, the activities involving job development and placement must be considered as vital components of the CETA system. Increased attention should be given to providing ample funds, an adequate number of CETA personnel, and effective policy and procedural statements so new jobs can be developed and CETA clients can be placed on jobs to the fullest extent possible.

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COUNSELING THE CETA CLIENT

ADAPTING LOCAL EDUCATION PROGRAMS FOR CETA CLIENTS

METHODOLOGY AND TECHNIQUES

CURRICULUM DESIGNS TO SUPPORT THE CETA SERVICE RECIPIENT

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